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ABSTRACT

The Wisconsin Technical College System (WTCS) developed the eTech College of Wisconsin, which provides expanded learning opportunities for students through quality curriculum offered online. The program is designed to complement other learning delivery methods and to be accessible from any location at any time. The college allows students to select the WTCS district(s) they will enroll at and take courses from, with all 16 colleges participating. Courses are priced at standard tuition and fees for both residents and non-residents. This paper includes an eTech College plan for governance, curriculum, students services, marketing, and technical support. The plan for finance indicates that the costs of the project will be allocated according to the following formula: 50% of the total will be shared equally by all districts and 50% of the total will be distributed in proportion to each district's share of total WTCS FTEs for the prior year. Amended operating costs for fiscal year 2001 are $419,000, with capital costs of $312,000; and projected operating costs for fiscal year 2002 are $599,918, with capital costs of $345,000. Contains 10 appendices, including curriculum project guidelines and contact information. (NB)

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ED 458 894

Wisconsin Technical College System

eTech College of Wisconsin Plan

http://www.eTechCollege.com

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A. Introduction

Vision Statement and Strategy

The Wisconsin Technical College System (WTCS) eTech College of Wisconsin provides key stakeholders another option and greater access to education. The campus offers flexible entry to high quality learning experiences and reduces the barriers of time and place. Creativity and innovation are the cornerstones of this dynamic delivery channel.

Through the eTech College of Wisconsin, the WTCS achieves a significant competitive advantage. The collaborative development and ongoing administration of the eTech College of Wisconsin creates new efficiencies for all Wisconsin technical colleges through standardized course competencies, shared curriculum, joint marketing, and cost effectiveness.

Background

During the Fall of 1999, the presidents of the 16 WTCS colleges, WTCS state director and the executive director of the WTCS Boards Association committed to an exciting new venture, the WTCS eTech College of Wisconsin, to expand stakeholder access to high quality, online learning opportunities. To design and develop the eTech College of Wisconsin, a working structure of a board, a committee, and teams were formed.

Executive Board - Comprised of six (6) presidents and the state director, the board has the authority to staff the board, appoint committees, teams and team chairs. The board monitors and authorizes resources for the board, committees and teams.

Operations Committee – Consists of the team co-chairs, appointed members, and representatives of WEAC and WFT unions. The committee provides integration and oversight to the five (5) project teams: Curriculum, Technical, Finance, Student Services and Marketing.

Curriculum Team – Selected by the presidents and charged to develop: curriculum quality standards; a plan for joint course development; curriculum and course updating/maintenance; strategies to foster faculty involvement and support; and a plan to expand access to learning opportunities.

Technical Team – Selected by the presidents and charged to develop standardized course technology that provides a delivery mechanism for content, course authoring, and a singular software package for information management.

Finance Team – Selected by the presidents and charged to develop: a plan for resource sharing across colleges; an FTE assignment methodology/logic; a standard fee structure; and an operating/business plan for the eTech College of Wisconsin.

Student Services Team – Selected by the presidents and charged to develop a plan for customer focused, uniform student support services and a single enrollment site.

Statewide Marketing Consortium – Charged to provide: a marketing plan; research on target markets; implementation of the marketing initiatives outlined in the plan to generate enrollments.

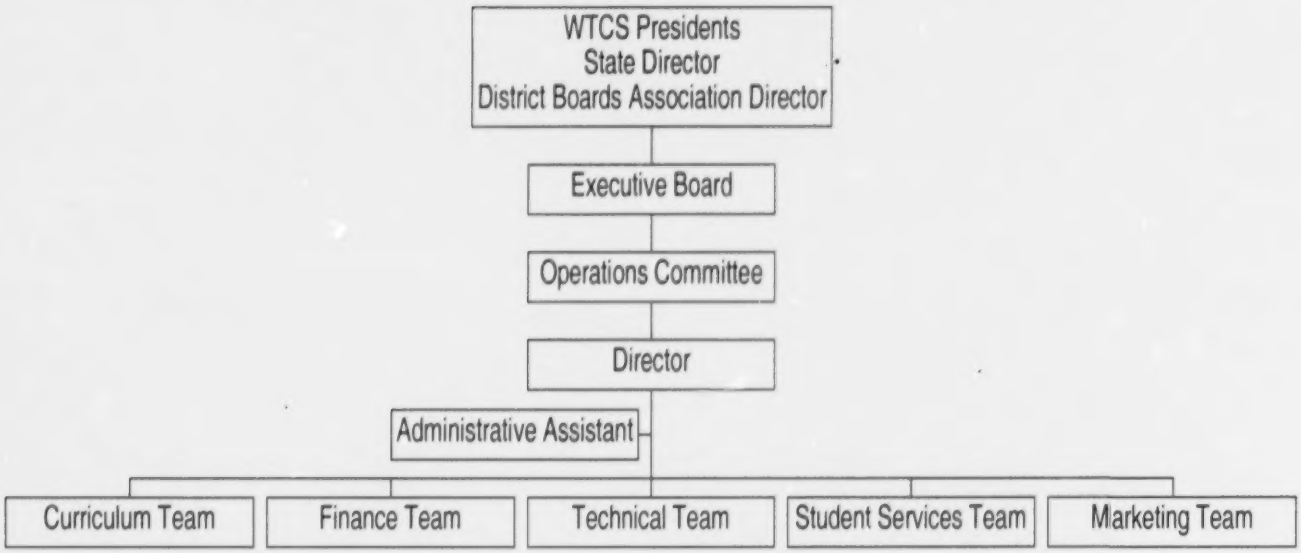
The Board's and Team's activities are guided by:

- The Vision
- Drivers of the Vision
- Guiding Principles
- Purpose of the eTech College of Wisconsin
- What the eTech College of Wisconsin is Not.

The WTCS presidents jointly developed these guiding tenants with the WTCS state director and WTCS Boards Association executive director.

Copies can be found in Appendices A, B and C.

eTech Structure



B. The eTech College of Wisconsin Plan

Current Status

The eTech College of Wisconsin will operate under a Web portal. The Web portal is currently under construction and the URL is http://www.etechcollege.com. The Web portal will provide a link to a transition Web page located at each of the WTCS college Web sites. The transition Web page will identify the local site as a member of the eTech College of Wisconsin consortium and will make it easy for the student to find registration, admissions, financial aid, calendar, other important information located on the local college Web site. The transition page can be used by each district to measure the customer traffic from the eTech College of Wisconsin Web portal.

Status of the Plan

The Wisconsin Technical College System eTech College of Wisconsin is designed to provide expanded learning opportunities for students through quality curriculum and a full range of student support services. The eTech College of Wisconsin will be a robust online learning network supported by a learning management system that complements other learning delivery methods.

Students will easily access courses and services anywhere, anytime directly through an eTech College of Wisconsin Web site or a link from each local college. In addition to ease of use for students, the eTech College of Wisconsin plan provides a framework for course development, instructional delivery, learning assessment and student administration. This seamless access and ease of administration is achieved through a Learning management system, providing a common platform for all colleges.

Course quality will be ensured through a review process using a checklist that confirms adherence to eTech College of Wisconsin standards. Course development will be achieved through a collaborative model using the WIDS format. The chief academic officer of each institution will have oversight responsibility for development, review and maintenance of all eTech College of Wisconsin offerings.

The eTech College of Wisconsin plan continues the open access philosophy of the WTCS where learners choose the WTCS district(s) they will enroll at and take courses from. Infrastructure and ongoing operational costs will be shared proportionately among districts. Courses are priced at standard tuition and fees for both resident and non-resident students to ensure that the WTCS eTech College of Wisconsin offerings are competitive across the spectrum of online options.

Plan for Governance

A 66.30 agreement will be executed for the purpose of operating the eTech College of Wisconsin. The agreement includes provisions for administration and fiscal services. All 16 colleges are participating. In addition, the work teams, operations committee and executive board continue to function to ensure smooth implementation and ongoing operation of the eTech College of Wisconsin.

Plan for Curriculum

1. eTech courses are courses that can be accessed anywhere, anytime via the Internet and a Web browser. However, the course may have an offline learning component, e.g. clinical practicum, proctored tests, and internship or workplace experience as necessary to complete the course.

2. Only courses meeting the curriculum quality standards for the eTech College of Wisconsin will be offered. (See Appendix D).

   A checklist confirming the quality standards for eTech College of Wisconsin will be submitted for each course. eTech courses can be added at anytime. Submit requests to the State Board, Deputy Division Administrator, Division of Program Development and Operations

3. (See Appendix E).

4. By July 2002 all courses on eTech will include common core competencies supported through a variety of learning objects/activities. All participating districts may provide a section or sections of courses for the eTech College of Wisconsin.

5. Flexible entry points are a goal for all eTech College of Wisconsin offerings.

6. Courses meeting eTech College of Wisconsin quality standards may be offered on individual colleges' existing delivery platforms.

7. All participating districts can offer a section of the collaboratively developed course. Issues of low enrollment levels are subject to local district bargaining contracts.

8. The definition of "collaboration", defined by the Curriculum Team is as follows:

   a. Collaboration is defined as course development where the eTech course has:
      1. common course title
      2. common course number
      3. common description
      4. common course competencies (80% alike, 20% different)
      5. same credit value.

   b. Courses may have customized course resources, textbook, learning objects/activities and assessment levels.

   c. Full articulation of courses and credits will be recognized from district to district where courses have been developed collaboratively.

9. A process for training district staff will be recommended by the Curriculum Team for the eTech College of Wisconsin courses.

Plan for Student Services

1. Services to students will be available on the Web portal or at the local WTCS college Web site. Included in the Web portal are such services as:

   - Basic frequently asked questions
   - Assessment of student readiness for online coursework
   - Hardware and software requirements for eTech participation
   - Course listings
   - Course information

2. Services not available on the Web portal site will be accessed once the student leaves the Web portal and goes to the local WTCS College Web site. The student will be transported into a "splash page," defined as a similar-looking page across all 16-college Web sites. Services such as registration, financial aid, and others will be available via each college's own Web site. Thus, students receive some services, typically those containing less functionality and which are primarily content, at the eTech Web portal, and others through the local WTCS college Web site. The eTech student services, a brief description of each, including level of functionality and point of delivery, are shown in Appendix F.

3. Certain parameters are made concerning the services to establish whether services are offered at the portal or local Web site. These are listed in Appendix F near the description of the service. For instance, it will be necessary for each local college Web site to build a link from the "splash page" to the appropriate local Web site page(s). Further, each local site will be required to provide information and service remotely (online, phone, email, etc.) so distance learners are not required to physically come to the campus. Other standards can be seen in Appendix F.

Plan for Marketing

The Marketing Committee of the WTCS Statewide Marketing Consortium has developed a marketing plan, which includes a projected budget for eTech College of Wisconsin. The Marketing Consortium is responsible for implementing the initiatives described in the plan. The plan will be altered as necessary, depending on recommendations by the Operations Committee and/or the Executive Board, or as the result of budget constraints.

The Marketing Plan contains a number of initiatives to create awareness and generate enrollments, including:

- Develop the eTech College of Wisconsin logo.
- Perform target market research to refine target markets.
- Develop the message(s) and materials to reach the target audiences.
- Determine the best methods to reach those targets.
- Implement the various initiatives outlined in the marketing plan.
- Announce creation of eTech College with statewide media announcement.
- Promote eTech College through various mediums as determined by research.
- Evaluate success of the marketing efforts and adjust future marketing accordingly.

Plan for Technical Support

1. The eTech College of Wisconsin's vision is a single comprehensive Learning Management System (LMS) to provide a framework for course development, instructional delivery, learning assessment, and student administration. It is not a course authoring system, but rather is a conduit for the delivery of online courses and services. The LMS will provide:

    - Centralized services to include registration, fee payment and student transcript access
    - Seamless integration between the eTech College of Wisconsin and local district administrative systems (Datatel, Banner and PeopleSoft)
    - Flexible choice for faculty/curriculum developers in the use of content creation tools (i.e., FrontPage, Word, PowerPoint, Real Video/Audio, etc.)
    - Support for the deployment of learning objects (e.g., FIPSE Learning Anytime, Anywhere Grant/General Education)
    - A common course delivery platform that adheres to industry learning standards is the eTech College of Wisconsin objective. However, the LMS should be capable of supporting currently deployed instructional delivery platforms now online at WTCS colleges.
    - A built-in prerequisite check and advising capability
    - An open system to allow selection of asynchronous communications tools (i.e., threaded discussion, chat, Web conferencing, etc.)
    - Ability to purchase commercial Web-based content
    - Ability to administer tests and customer satisfaction surveys
    - Links to student services information, learning resources, and bookstores

2. The eTech College of Wisconsin will implement for Fall 2001 an eTech Web site that will act as a portal, providing members with the opportunity to collectively market approved Internet courses. All eTech courses will be offered by participating districts and hosted on the districts own content delivery platform (i.e., BlackBoard, LearningSpace, WebCT, Jones Knowledge, etc.).

Plan for Finance

1. Tuition and Fees—Learners, both residents and non-residents, accessing online learning, either through the eTech College of Wisconsin or an individual college, will be charged state approved resident tuition and material fees.

2. Assignment of FTEs, Tuition and Material Fees— For eTech College of Wisconsin offerings, the college providing the offering will receive both the FTEs and tuition/material fee revenues. This methodology is consistent with the current practice for traditional and alternative delivery courses.

3. Aidable FTEs - eTech state resident FTEs are included in the general aid formula calculation. eTech state resident FTEs are excluded from the supplemental aid calculation that distributes a separate appropriation established to partially offset aid impacts associated with the elimination of interdistrict tuition. Non-Resident (out-of-state) eTech FTEs are excluded from the general aid formula calculation. All the above determinations are consistent with current state statute and administrative rule.

4. Curriculum Development/Acquisition—The WTCS Presidents Association is exploring options regarding the sharing of curriculum development/acquisition costs for eTech College of Wisconsin offerings.

5. Course Delivery Costs – These costs are the responsibility of the providing district.

6. Infrastructure and Operating Costs—These costs will be shared based on the following formula:

    - 50% of the total will be shared equally by all districts.
    - 50% of the total will be distributed in proportion to each district's share of total WTCS FTEs for the prior year.

The cost sharing structure will be reevaluated at the end of FY2002.

C. Implementation Plan

Staffing

1. eTech College of Wisconsin Director (1 FTE), Neal Henning as of April 2, 2001
   Responsibilities will include:
   - Serve as champion for the eTech College of Wisconsin initiative/promote and communicate the eTech College of Wisconsin
   - Liaison to all 16 districts and the state board
   - Coordinate all operations of the eTech College of Wisconsin (e.g., eTech College of Wisconsin offerings, business rules, information collection and training)
   - Oversee the implementation of the eTech College of Wisconsin plan, including curriculum, student services/marketing, technical and financial reporting
   - Make available reports/data to the district
   - Supervise other eTech College of Wisconsin staff

2. Administrative Assistant (1 FTE), Turi Miller as of January 15, 2001
   Responsibilities will include:
   - Provide clerical support to other eTech College of Wisconsin staff
   - Provide data entry
   - Work with 16 districts to collect information as necessary
   - Assist in eTech College of Wisconsin operations (training setup, meeting minutes, etc.)
   - Respond to student inquiries as needed

3. eTech College of Wisconsin Technical Support (1 FTE), a possible third position, if or when it is necessary
   Responsibilities will include:
   - Liaison to Learning Management System vendor & host
   - Liaison to district IT staff
   - Support and troubleshoot system data (html code or xml code)
   - Support and maintain the templates for the eTech College of Wisconsin Web site
   - Perform data input and maintenance
   - Monitor system usage, prepare reports, and recommend adjustments for hardware, software, etc.
   - Work with database consultants

eTech College of Wisconsin
Budget
FY'01 and FY'02

	FY'01 AMENDED BUDGET	FY'02 PROJECTED BUDGET
Operating Costs:		
Wages & Benefits	200,000	205,918
Consulting Database	5,000	
Student Help Desk	24,000	24,000
LMS/CMS Software License	70,000	150,000
Supplies, Travel, Insurance, Etc.	65,000	65,000
Marketing Plan	55,000	95,000
Web Portal - Out-Sourced		60,000
Total	**$419,000**	**$599,918**
Capital Costs (TBD by March 1, 2000):		
LMS Software License	27,000	
Cooperatively Developed Curriculum	200,000	200,000
DBA Consulting		60,000
LMS/CMS Implementation/Consulting/Training	85,000	85,000
Total	**$312,000**	**$345,000**
Total Cost	**$731,000**	**$944,918**
WTCSB Curriculum Development Grants-Capital Costs (not included in the above costs)	**$250,000**	**$250,000**

NOTE:
Costs will be shared based on the following formula:

- 50% of the total will be shared equally by all districts.
- 50% of the total will be distributed in proportion to the district's share of WTCS FTEs for the prior year. The cost sharing structure will be reevaluated at the end of FY02.
- Surplus from 2001 will carryover. Carryover unspent from one year may be used to offset the district assessments of the subsequent year.
- Budget was amended to move $55,000 from Consulting Database to Marketing Plan (1/12/01) progress report.

Appendices

Appendix A
Drivers of the Vision

(developed by the WTCS Presidents Association
at their eTech College of Wisconsin Retreat August 30-31, 1999)

Group 1	Group 2	Group 3	Group 4
New markets	*Competitive Advantage*	Enhance: labor pool & individual opportunities	*Greater access*
Enrollments: maintain and grow	Grow in service of markets	*Flexibility*	*Competitiveness*
Future customer expectations		*Access*	*Enhanced learning*
Access		*Competitiveness*	Efficiencies

"Why build the campus together?"

These are the key motivating factors behinds pursuing the development of the campus collaboratively.

- Reduced redundancy
- Standards
- Cost effectiveness
- Marketing efficiencies
- Quicker implementation
- Enhanced quality

Appendix B
Guiding Principles

(developed by the WTCS Presidents Association
at their eTech College of Wisconsin Retreat August 30-31, 1999)

- The eTech College of Wisconsin is a dynamic and innovative delivery mechanism for learning.
- The eTech College of Wisconsin does not prohibit or restrict in any way individual course development by individual Districts.
- All Districts share in development costs associated with making the Campus a reality.
- A mechanism to ensure no under-enrolled courses (e.g., shared enrollments) is maintained.
- Prices for courses and material provided via the Campus are priced consistently throughout the WTCS.
- The Campus maintains a standard platform(s) compatible with platforms used in the Districts.
- Course content offered through the eTech College of Wisconsin adheres to a defined quality standard.
- Joint marketing activities will be leveraged in the promotion of the campus.
- Flexibility in entry/exit is inherent within the Campus design.
- The design and navigation of the Campus provides for ease of student use and is seamless.
- A strong student support system (e. g., help desk, library, financial aid) is available to students accessing the Campus.
- The eTech College of Wisconsin system encourages collaboration and joint development.

Appendix C
Purpose of the eTech College of Wisconsin

(developed by the WTCS Presidents Association
at their eTech College of Wisconsin Retreat August 30-31, 1999)

Access	Stay true to mission, enhance	Lower cost of education to students
Flexibility	Enhance global communication	Exposure to the system "parental involvement"
Identity-system has this available	Reduce unnecessary duplication	Student/employee on work site
Collaboration	More choice	Generate revenue
Competitiveness Competitive advantage	Self-directed learning	Greater access to potential students
Grow enrollments	Increase labor pool	Uses technology K-12 uses
Enhanced learning	Encourages and recognizes creativity	Access to youth options
Allow for program completion	Increased access to learning resources from around the world	Faculty expertise has a broader reach
Better district-wide services	Increase support to help faculty do their jobs	Enhance utilization of extended campus
Leveraging resources	Provides alternative for their kids	Efficiency through pooled resources
Is not a 17th District		

Appendix D
Curriculum Quality Standards

(developed by the eTech College of Wisconsin Curriculum Project Team)

Quality Standards for Online Curriculum

- **Standards For Course**
- **Standards For Instructional Design**
- **Standards For Delivery**
- **Standards For Feedback**
- **Standards For Faculty/Staff Preparation**
- **Standards For Technology**
- **Standards For Student Support**

Standards for Course

- No matter what delivery method, competencies and performance standards are the same.
- Resources and time for collaborative development have been identified and committed within the WTCS System.
- Courses should have been previously identified and approved through the regular WTCS State Board process.
- Courses are approved for virtual campus delivery per identified review process.

Standards for Instructional Design

- Course is developed using The Wisconsin Instructional Design System (WIDS) Model.
- **Syllabus Minimum Required Components**
  - Course description.
  - Textbook(s) and materials.
  - Calendar of events and due dates, including assignment and online discussions.
  - Instructor contact information (recommend a photo).
  - Grading plan/assessment strategies.
  - Attendance procedures (e.g., periodic work/hours log requirements).
  - Special need services noted.
  - Prerequisite statements.
  - Virtual office hours posted.

- **Learning Plan Minimum Required Components:**
  - Introduction to the learning plan, including competencies and performance standards expected and/or outcomes students should expect to achieve.
  - Descriptions of learning activities.
  - Guidelines for assignments and discussions.
  - Due dates for all work and expectations for interaction.

- **Learning Activities/Learning Objects Minimum Requirements:**
  - Learning Activities/Objects of the Course May Apply to One or More of the Principles of Good Practice (AAHE, 1987).
  - Develops reciprocity and cooperation among students (collaborative learning).
  - Uses active learning techniques (interactivity).
  - Emphasizes [estimates] time on task.
  - Communicates high expectations (rigor).
  - Respects diverse talents and ways of learning (multiple intelligences and learning styles).

- **Assessment Minimum Requirements:**
  - Assessment matches competency and performance standards.
  - Assessment tasks, narrative directions and grading criteria are published in advance for the learner.

- **Web site Minimum Requirements:**
  - Hardware and software specifications.
  - Email, telephone and address listings (i.e., instructor, Webmaster, home campus counselor).
  - Information on course navigation.
  - Course syllabus.
  - Learner pre-self-assessment .
  - Information for technology support.

Standards for Delivery

- **Course Introduction Minimum Requirements:**
  - Self-introduction by the instructor (e.g. contact information and photo).
  - Self-introduction by each student.
  - Information about how to navigate the online learning environment (getting around, finding information, etc.).
  - Definition of "time".
  - Netiquette expectations (for participating in discussions).
  - Instructor contacts students at least once via email or telephone prior to course beginning.

- **Facilitating Course Communication Minimum Requirements:**
  - Instructor/student make contact with one another as appropriate for student success.
  - Interaction and feedback frequency matches time on task.
  - Timely feedback on assessment.

Standards for Feedback Measures

- **Standards to Measure the Effectiveness of Online Learning**
  - Students will complete at least two surveys for the course and results are shared for the purpose of continuous improvement.
  - A common instrument for feedback is used across the virtual campus.

Standards for Faculty/Staff Preparation

- **Faculty/Staff Preparation Minimum Requirements:**
  - Demonstrate skills in hardware/software applications (e.g. browsers, email, word processing.
  - Has successfully completed Internet delivery preparation (e.g.):
    - Applies standard writing skills.
    - Applies organization and classroom management skills.
    - Applies interpersonal communication skills.
    - Applies online delivery strategies.
    - Completes a self-assessment inventory and reflection for online teaching.

Standards for Technology

- **Technology Minimum Requirements:**
  - Comprehensive course/competency management system.
  - Must be learner-friendly.
  - Easy-to-learn to use.
  - Integrated communication tools (e.g., email, threaded discussion groups, technical support, help).
  - Integrated easily accessible resource system (e.g., library, Internet resources).
  - Support WIDS model.
  - Curriculum Project Team involvement in courseware template decision, in conjunction with Technology Project Team.
  - Faculty involvement in courseware template choices.
  - The LMS and content delivery system should be ADL compliant.
  - Meets minimum hardware and software requirements, as deemed by Technology Project Team.

Standards for Student Support

- **Recommendations for Student Services Committee**
  - Whatever is in place for the on-campus learner should be comparable for the online learner.
  - Please see items referenced in: **http://www.madison.tec.wi.us/instruction/virtualcollege/NVCCChecklist.htm**

Appendix E
Curriculum Quality Standards Checklist

(developed by the eTech College of Wisconsin Curriculum Project Team)

Required Standards for eTech College of Wisconsin Online Courses

1. Fill in the needed information in the field that first comes up
2. Tab to the next field, Repeat until finished.
3. Do a "Save As" with your own file name so you always have this form to refer to.

College:
WTCS Approved Course Number:
WTCS Approved Course Title:
WTCS Approved Course Description:

---

1. ☐ Syllabus contains all of the following:
- Description
- Textbook(s) and materials
- Calendar of events and due dates, including assignments and online discussions
- Instructor contact information
- Grading plan/assessment strategies
- Attendance procedures/policies
- Prerequisites statement
- Special needs services noted
- Virtual Office hours posted

2. ☐ Learning Plan Components
- Competencies and performance standards/outcomes
- Description of learning activities
- Guidelines for assignments and discussions
- Due dates of all work and expectations for interactions

3. ☐ Learning Activities/Objects apply to one or more of the Principles of Good Practice (AAHE, 1987)
- Develops reciprocity and cooperation among students (collaborative learning)
- Uses active learning techniques (interactivity)
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of learning

4. ☐ Assessment Components
- Assessment matches competency and performance standards
- Assessment task, narrative directions and grading criteria are published in advance

5. ☐ Web Site
- Hardware and software specifications
- Email, telephone and address listings
- Information on course navigation
- Course syllabus
- Learner pre-self-assessment
- Information for technology support

6. ☐ Course Introduction
- Self-introduction by the instructor
- Self-introduction by each student
- Navigational information
- Definition of "time"
- Netiquette expectations for discussions

7. ☐ Course Communication
- Instructor contacts students at least once via Email or phone prior to course beginning
- Instructor/Student make contact with one another as appropriate for student's success
- Interaction and feedback frequency matches time on task
- Timely feedback on assessment

8. ☐ Measure the Effectiveness of Online Learning
- At least twice during the course students will complete a Virtual Campus feedback instrument and the results will be shared for the purpose of continuous improvement.

9. ☐ Staff Preparation
- Demonstrates skills in hardware/software applications
- Successfully completed Internet delivery preparation which included:
- Standard writing skills
- Organization and classroom management skills
- Online delivery strategies
- Completed (delete "completed") a self-assessment inventory and reflection for online teaching

Signature: _____
Chief Academic Officer Date

Appendix F
eTech College of Wisconsin
Online Student Services Development

eTech Student Services Work Group and WTCS Student Services Administrator's Technology Subcommittee

Component (Work Package)	Description (Deliverables)	Component Content	Type Functionality	Component Location
Basic FAQs (Frequently Asked Questions) Standards	Provides students information about how the virtual campus works, including how services and courses are delivered. Individual pages will be scrolling and will be populated from an underlying database. This will streamline content updates and simplifies Web page generation.	Yes	Email to Portal	Portal
Assessment of Online Readiness Standards	1. Self-assessment instrument 2. Provide general profile of online learner Acquire an existing online assessment instrument that returns an individualized response to students.	Yes	Online Instrument	Portal Portal
Hardware and Software Requirements Standards	1. Detail availability of technical support – how to access; hours, cost 2. Introduce option for selecting framed or unframed screens; ADA consideration 1. There will be a baseline hardware configuration published on the eTech Portal with a message to refer to individual courses for any additional resource information. 2. All Portal and Local screens and applications will be tested against "Bobbie" standards for ADA compliance.	Yes (Part of FAQ) Yes	Email Link to Local Site	Portal Portal and Local
Course Listing	1. Allow students to browse without a password 2. Search capacity 3. One name for courses, followed by section info 4. Course sections offered each semester 5. Courses descriptions, competencies, syllabus, instructor, required resources and competencies, prerequisites, assessments, books, etc.	Yes Yes Yes	Key Word & Category Search Ability	Portal and Local Portal and Local Portal and Local Local Local

Component (Work Package)	Description (Deliverables)	Component Content	Type Functionality	Component Location
Standards	1. A standard format "splash page" will be developed for the primary LOCAL link from the PORTAL. 2. All Local sites will build links from this splash page to the appropriate Local Web site pages.			
Course Information Standards	Master Class Schedule Long term a composite schedule with multiple search options for all courses offered at WTCS sites should be at the Portal site.	Yes	Scrollable or Searchable	Local
Academic Calendar and Deadlines Standards	1. Semester dates 2. Drop/add deadlines 3. Refund policy and deadlines 4. Unique Program Requirements – date driven Local pages should be scrolling and populated from an underlying database. This will streamline content updates and Web page generation.	Yes Yes Yes Yes		Local Local Local Local
Program Admission & Graduation Requirements Standards	1. Post related catalog copy 2. Provide search capability 3. Provide search capability of statewide program offerings. Local pages should be scrolling and populated from an underlying database. This will streamline content updates and Web page generation.	Yes Yes	Keyword & Category Search Ability Key Word & Category Search Ability	Local Local Portal
Program Admission Standards	Provide online version of the WTCS statewide admission application form and automatic distribution to Local sites. 1. All Local sites will provide 24-hour acknowledgement response to applications received. 2. All Local sites will provide an email link for applications coming from the Portal.		Online Form, Distribution and Counting	Portal
Admission Testing Standards	1. COMPASS, Accuplacer, ACT 2. Placement test, e.g., math 1. If online assessment is not available, Local sites must provide reasonable remote delivery options for distance learners. 2. Local are encouraged to develop consortia or networking relationships that will provide distance learners with test proctoring access.	Yes	Online Application	Local Local & Portal

Component (Work Package)	Description (Deliverables)	Component Content	Type Functionality	Component Location
Counseling and Advising	1. Career counseling and program information	Yes	Communication Mechanism	Local
	2. Academic Advising	Yes	Communication Mechanism	Local
	3. Personal Counseling	Yes	Communication Mechanism	Local
Standards	Local sites need to provide information regarding how distance learners can acquire these services without being required to physically visit the campus; phone, email, chat room, etc.			
Academic Support	1. Tutoring	Yes	Communication Mechanism	Local
Standards	Local sites need to provide information regarding how distance learners can acquire these services without being required to physically visit the campus; phone, email, chat room, etc.			
Records and Registration	1. Student demographic information	Yes	Online Form	Local and Portal
	2. Student identification number	Yes		Local and Portal
	3. Have capacity to match with "HOME" college records	Yes		Local
	4. Pop-up with subsequent course registration so student only enters new or change info		Application	Local
	5. Student transcript	Yes	Online Form	Local
	6. Student access to grades and transcript	Yes	Online Form	Local
	7. Fees; specifies refund policy	Yes		Local
	8. Individual student account balance access	Yes	Email/Online Access	Local
	9. Payment options	Yes	Online Form	Local
	10. Individual student financial aid award account balance access	Yes	Email/Online Access	Local
	11. Verification of payment	Yes	Email/Online Access	Local
	12. Verification of registration	Yes	Email/Online Access	Local
	13. Confirmation of class start date	Yes	Email/Online Access	Local
	14. Registration	Yes	Email/Online Access	Local
Standards	1. Local sites need to provide information and services remotely so distance learners are not required to physically visit the campus; online application, touch-tone phone support, etc.			
	2. Social Security Number will be primary index used to avoid non-duplication of records between participating Local sites and Portal. This will support future PORTAL based financial aid elements too.			

Component (Work Package)	Description (Deliverables)	Component Content	Type Functionality	Component Location
	3. ~~Additional discussion will be~~ required to determine how much of the client reporting data is collected at the Portal versus Local sites.			
Financial Aid	1. Applications 2. Advising 3. Disbursement of aid	Yes and Link to FASTWEB Yes	FASTWEB Online Form Link Email or Online Access	Portal Home
Standards	1. All Financial Aid activity will have to be provided at the Home site until a Portal based LMS is able to manage the course load and student accounting components of FA. 2. A student's Home site is the WTCS district in which they reside unless they do not reside in WI; non-WI residents will be asked to choose a Home college.			Home
Student and Graduate Employment Assistance	1. Job listing and referral 2. Graduate employment information 3. Employment assistance information; resume tips, interview guides, job search information	 Yes Yes	Tec Connect Online Access Scrollable or Searchable Email or Online Access	Local Linked from Portal Local and Portal Local
Standards	Non-Tec Connect participating Local sites need to establish email or mailing options for distance learners to access job listings.			
Specialized Services	1. Disability related services 2. Student activities 3. Student Organizations 4. Remediation service	Yes Yes Yes Yes	Communication Mechanism Communication Mechanism Communication Mechanism Communication Mechanism	Local Local Local Local
Standards	Local sites need to provide information and services remotely so distance learners are not required to physically visit the campus; online application, touchtone, phone support, etc.			

General Standards

- The terms "Local" and "Provider", as used on earlier documents, mean the same thing.
- All Content and Functionality apply to the initial Portal launch.
- Additional functionality and shared data will be added as true LMS capability is acquired or developed.
- All Local and Portal pages will include customer response links.
- The Portal will use a Web-tracking tool such as Web Trends to monitor site, page and software application activity.
- The Portal site map will be developed using student feedback. The site map "Template" will be shared with Local sites for their consideration when planning their Local site maps. (Site maps outline the page and site links that enable users to navigate throughout an individual site.)

Appendix G
2000 – 2001 Three-Phase Marketing Plan
(developed by the eTech College of Wisconsin
Student Services/Marketing Project Team)

Establishing WTCS eTech College of Wisconsin in the Online Learning Marketplace

Executive Summary
The purpose of this marketing plan is to:

- Announce and publicize eTech College of Wisconsin
- Build awareness and initial market penetration
- Generate enrollments

Mission Statement
The eTech College is a robust online learning network whose mission is to provide learning opportunities for students through quality curriculum and a full range of student support services.

Situation Analysis

Background
During the Fall of 1999, the Presidents of the 16 WTCS colleges, the WTCS State Director and the Executive Director of the WTCS Boards Association committed to establishing the new WTCS eTech College of Wisconsin. It is anticipated that the eTech College will expand stakeholder access to high quality online learning opportunities.

The eTech College Executive Committee requested that the WTCS Statewide Marketing Committee provide a marketing plan and corresponding budget to promote this new initiative, create awareness and increase enrollment opportunities among possible constituencies.

Strengths and Weaknesses
Marketing of the eTech College needs to be a collaborative effort among the 16 technical colleges rather than a series of individual initiatives generated at the local level. This is imperative for consistency of image and message. The WTCS Statewide Marketing Executive Director, in coordination with the WTCS Statewide Marketing Committee, will be responsible for overall implementation of the marketing plan. The plan is to incorporate this marketing effort into the 2001-2002 Wisconsin Technical College System statewide marketing plan.

Opportunities and Threats
Establishing the eTech College as a single entity is a critical success factor. Consistency and uniformity of message is vital. Targeting specific audiences rather than "blanketing" a message to the general public is more cost effective.

Competition

Both public and private sector online educational offerings continue to grow. The eTech College must establish a competitive differential that distinguishes offerings, ease of use and incentives to enroll.

Goals and Objectives

To create an awareness of the eTech College, we must:

- Create and refine target markets
- Announce and publicize the eTech College
- Build awareness and generate initial market penetration
- Generate enrollments

Target Markets

- Individuals in the system who have taken online courses
- Individuals in the system who have taken distance learning courses
- Current students taking traditional classroom courses in WTCS
- Individual who enrolled in programs and then dropped
- Accelerated learning students
- Students with physical disabilities

eTech College Marketing Plan
Mix/Tactics Timeline

Marketing Task	2000 Sep	Oct	Nov	Dec	2001 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Develop logo contest flyer and solicit entries from WTCS graphic design students													
Present logo finalists to Operations Committee and presidents													
Assist in completion of Web page design and make available to general public													
Provide updated marketing budget to Operations Committee													
Develop ad with URL for eTech College to be incorporated into all 16 college Fall course schedules													
Refine target markets based on content of offerings and market research information													
Each college will include links to eTech College online courses on their Web sites													
Each college encouraged to mail and/or email flier/info to students who have completed online courses previously													
Develop ad and banner on "WTCS Online Courses" that can be incorporated into each district's print registration advertising													
Statewide flyer promoting eTech College Courses to continuing WTCS students. Each college to copy and distribute internally at registration stations													
Develop ad and banner that can be incorporated into each district's print registration material to direct the public to eTech College courses													
Begin creative development of identified marketing materials and tactics													

Marketing Task	2000 Sep	Oct	Nov	Dec	2001 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Develop flyer listing eTech College courses for distribution internally at all colleges during open registration										■	■		
Statewide Press Releases and PSA's announcing new online learning opportunities available through "WTCS Online Courses"											■		
Hold press conference and distribute press releases to coincide with open registration period for Fall 2001 to announce name, look, launch of eTech College											■		
Ad agency (Interact) to start development of marketing and public relations plan and budget for eTech College based on target market information											■		
Begin work on promotional process with search engines											■		
New Marketing Plan, tactics, budget and timeline finalized											■		
Ensure effective metatags are built into eTech College pages to attract target markets											■		
Ensure eTech College of Wisconsin information is included in all college course schedules for Spring 2002											■		
Implement identified marketing tactics for eTech registration												■	
Ensure site is registered with all major search engines and can be found easily by target markets												■	
eTech College fully implemented												■	
Assess operational performance and services of eTech College and determine level of marketing for Fall													■
Evaluate overall marketing efforts													■

2001-02 Marketing Budget

Note: Financial resources available before the 2001-02 fiscal year shall be applied to research and agency development costs to advance the marketing timetable.

Announcement/Publicity

- Press releases and corresponding press conferences
- Trade journal articles
- Web site announcements –State page & Individual Colleges
- Included in district college publications
- College & Alumni newsletters
- High school visitations
- Public Service Announcements

Total announcement/publicity—no cost with the exception of staff time

Research

Survey of target market groups to:

- Verify target markets and make decisions on reaching them
- Determine the likelihood of completing online courses/programs
- Use focus groups to provide feedback on eTech College advertising

Estimated cost: **$25,000**

Agency Costs

Two (4 to 8) page booklets/brochures explaining the eTech College. These booklets would also provide answers to frequently asked questions.

Target audience:

- Current students & graduates
- Employers/trainers

Estimated cost: **$7,000-$10,000 each**

One 4-fold direct mail piece to announce the eTech College with detachable reply card so students could request the more informative brochure.

Target audience:

- Current students, graduates and those who have taken WTCS internet courses

Estimated cost: **$3,000-$4,000**

Magazine advertisements specifically targeted to Internet users

Estimated cost: **$3,000**

Posters

Estimated cost: **$1,000**

Total estimated agency cost:

$25,000 - $30,000*

***not including mailing or publication costs**

Other Advertising Costs

Electronic media—Web based marketing	
Data base set-up	$ 4,000
Automate responses to Web requests	$ 15,000
Internet search engine links	$ 2,400
Electronic billboards	$ 36,000
(20 major sites 12 month presence)	
Total estimated electronic media	$ 57,400
Estimated printing costs (four page brochure)	$ 3,600
(eight page brochure)	$ 5,600
Total estimated printing costs	$ 9,200
Estimated postage costs for direct mail piece:	$ 6,000
Total Estimated Budget:	**$127,600***

*Using the higher number agency estimate

The Operations Committee and the Executive Committee both approved spending up to $55,000 for marketing in the '00-'01 fiscal year and reducing the marketing dollars available for the '01-'02 fiscal year to $95,000.

Appendix H
Timeline

February	Continued development of eTech College of Wisconsin Web portal.
March	Continued development of eTech College of Wisconsin Web portal – transition pages developed for each local college Web site.
March-April	Permanent eTech Director begins work.
August	Press conference and distribute press releases to coincide with open registration period for Fall 2001 to announce name, look, official launch of eTech College of Wisconsin Web portal.
June	Marketing plan, tactics, budget and timeline finalized.
May	Budget for FY2001-2002 approved.
July	eTech College of Wisconsin Web portal development, registration with all major search engines and can be found easily by target markets Fall Semester 2001- eTech College of Wisconsin Web portal expands with new course offerings and is fully operational.

Appendix I
Statewide Collaborative Curriculum Project Guidelines

Collaborative eTech curriculum projects offer:

- Shared competency development/validation
- Sharing of best practices related to course design, assessment and resources
- Increased visibility of the project's technical career area
- Program flexibility and design
- Statewide consistency in implementing industry standards
- Cost and resource efficiency

eTech collaborative curriculum projects are **not**:

- State mandates for a specific curriculum
- A single district idea only or focused on a single district "hot button"
- A "one type fits all" curriculum with no room for adaptability
- A means to dictate instructional/assessment methods

The following expectations apply to all eTech collaborative curriculum projects:

1. The ***district project director*** and ***WTCS education consultant*** in charge of the project will work collaboratively in developing and implementing. This may include the use of a steering committee representing other districts, programs and business and industry representatives during planning, implementation and final editing of the curriculum project.

2. Only curriculum meeting the eTech standards will be considered.

3. ***The <u>final</u> report*** turned in to WTCS to claim expenses will include:

   Two (2) copies of the completed curriculum on a WIDS diskette.

   Assurances that the other cooperating Wisconsin Technical College districts have been sent an <u>electronic submission of the course</u>.

   Need to note how to save work so it can be used with multiple platforms. Do we need to address server issues?

4. In accepting funds administered by the Wisconsin Technical College System Board (WTCSB), and to the extent authorized by state and federal law, the applicant/grantee hereby grants to the WTCSB a royalty-free, worldwide, perpetual, irrevocable, non-exclusive license, with the right to sublicense, reproduce, prepare derivative works, distribute copies, publicly perform and publicly display any copyrighted works, or otherwise modify and use, for its purposes, the copyrightable works that may be created, developed, or otherwise produced with Adult Education and Family Literacy Act, Carl D. Perkins Vocational Technical Education Act (a.k.a. Perkins III), or General Purpose Revenue funds. The WTCSB does not claim authorship, joint-authorship, or ownership to any copyrightable works created by the use of such funds.

5. It is expected there will be a report on the project at subsequent state-called meetings.

eTech Collaborative Curriculum Project Proposal Evaluation Form
For 2001-2002 Fiscal Year

Title of Project:

Fiscal Agent:

WTCSB Consultant:

WTCS Project Director:

Brief Abstract (10 points possible): *Does the abstract briefly and concisely describe the project and the ultimate product?*

Project Leader(s) and Evidence of Support (30 points possible): *Has the project leader been identified? What evidence of documented collaborative support is present to make this a truly statewide effort?*

Importance and Priority (30 points possible): *How has the need for this project been established and documented? Does the project idea address system-wide priorities? Is this an ongoing project? If so, what has been the success of the previous project(s)?*

Articulation Efforts (20 points possible): *What components of the project address articulation with other technical colleges? Have articulation agreements with secondary schools and/or four-year institutions been explored?*

Relationship to Skill Standards (5 points possible): *Explain how the project will link to national and state established skill standards.*

Budget (5 points possible): *Does the draft budget address the following costs – Coordinators of the project; professional development plans; supplies; printing and distribution? Do the costs seem reasonable and clear? Are the costs realistic for what is expected? Do the items in the budget reflect discussion in the narrative portion of the project proposal?*

KEC:NK
f:/wtcs/Reports/eTech Collaborative Curriculum Project Guidelines
02/21/01

Appendix J
Current Membership List
2001 – 2002

updated as of 10/03/01

EXECUTIVE BOARD

Borden, Dr. Samuel E.	Gateway Technical College, President
Chin, Edward	WTCS State Board, Director
Cole, Dr. Darnell	Milwaukee Area Technical College, President
Ihlenfeldt, Dr. William A.	Chippewa Valley Technical College, President
Knox, Dr. Karen R.	Southwest Wisconsin Technical College, President
Rafn, Dr. H. Jeffrey	Northeast Wisconsin Technical College, President
Simone, Dr. Beverly S.	Madison Area Technical College, President, Chair

OPERATIONS COMMITTEE

Barker, Bruce	Chippewa Valley Technical College, Vice President of Operations
Brown, Jim	Nicolet Area Technical College, Co-Chair
Clancy, Dan	WTCS State Board, Assistant State Director
Coorough, Randy	Waukesha County Technical College, Director of Instructional Tech/Design
Cullen, Kathy	WTCS State Board, Deputy Division Administrator, Div of Program Dev & Operations
Doering, Ron	Chippewa Valley Technical College, Dean of Instructional Design
Flanagan, Patrick	Gateway Technical College, VP/Provost – Open Leaning Campus
Larson, Jeff	WTCS State Board, Instructional Technology Curriculum Specialist
Mahaffey, Deborah	WTCS State Board, Director Bureau of Student and Support Services
Mishler, Carol	Fox Valley Technical College, Vice President Institutional Advancement
Myren, Kevin	Madison Area Technical College, Director of Budget, Finance & Auxiliary Services
Philip, Sandy	Madison Area Technical College, Technology Training Coordinator
Quinnette Cuene, Mary	Northeast Wisconsin Technical College, Business & Marketing Instructor, WEAC Rep
Schwarm, Kyle	WTCS State Board, Executive Director Statewide Marketing
Weyers, Lori	Northeast Wisconsin Technical College, Vice President for Learning, Co-Chair
Winkelman, Cliff	Milwaukee Area Technical College, Welding Instructor, WFT Representative

CURRICULUM TEAM

	Blackhawk Technical College
Doering, Ron	Chippewa Valley Technical College, Dean of Instructional Design
Johnston, Sue	Chippewa Valley Technical College, WEAC Representative
Chitwood, Kay	Fox Valley Technical College, Director of Instructional Support Services
Flanagan, Patrick	Gateway Technical College, VP/Provost – Open Leaning Campus, Co-Chair
Gossen, Douglas	Lakeshore Technical College, Instructional Design & Innovation Leader
Terpstra, Lewis	Madison Area Technical College, Coordinator of Instructional Design & Tech
Javoroski, Al	Mid-State Technical College, Instructional Services Coordinator
Strachota, Elaine	Milwaukee Area Technical College, Online Content Coordinator, Local 212
Mielke, Ann	Moraine Park Technical College, Instructional Design
	Nicolet Technical College
Nickel, Sara	Northcentral Technical College, WEAC Representative, Sociology
Weyers, Lori	Northeast Wisconsin Technical College, Vice President for Learning, Co-Chair
Davis-Allen, Susan	Southwest Wisconsin Technical College, Center for Learning Innovation Facilitator
Hurlbut, Pat	Waukesha Technical College, Curriculum Specialist
Hogan, Kerry	Western Technical College, Instructional Design Specialist
Larson, Piper	Wisconsin Indianhead Technical College, Dean of Instructional Planning
Cullen, Kathy	WTCS State Board, Deputy Division Administrator, Div of Program Dev & Operations

TECHNICAL TEAM

Busalacchi, Rich	Milwaukee Area Technical College, Assistant Dean of Distance Education
Coorough, Randy	Waukesha County Technical College, Dir of Instructional Tech & Design, Co-Chair
Doering, Ron	Chippewa Valley Technical College, Dean of Instructional Design
Dosemagen, David	Gateway Technical College, VP Kenosha Campus Operations
Gossen, Douglas	Lakeshore Technical College, Instructional Design & Innovation Leader
Henning, Pat	Northeast Wisconsin Technical College
Larson, Jeff	WTCS State Board, Instructional Technology Curriculum Specialist
LeRoy, Bruce	Moraine Park Technical College, Director Information Technology
Peterson, Ray	Wisconsin Indianhead Technical College, Information Services Specialist
Philip, Sandy	Madison Area Technical College, Technology Training Coordinator, Co-Chair
Stinnette, Dave	Milwaukee Area Technical College, Instructor
Strebe, Chet	Northcentral Technical College, Emerging Technology Coordinator
Thomas, Steve	Mid-State Technical College, Business Division Dean
Trask, Mark	Milwaukee Area Technical College, VP Information Technology
Vander Heiden, Mike	Northeast Wisconsin Technical College, created Internet based instruction delivery system

FINANCE TEAM

Baerwald, Bonnie	Moraine Park Technical College, Director of Financial Management
Borremans, Robert	Blackhawk Technical College, Vice-President Administrative/Student Services
Bosold, Dawn	Chippewa Valley Technical College, Business/Finance Team Leader
Brown, Jim	Nicolet Area Technical College, Co-Chair
Cummings, Barb	Northcentral Technical College, Learning Resources Team Leader
Myren, Kevin	Madison Area Technical College, Director of Budget, Finance & Auxiliary Serv, Co-Chair
Piotrowski, Craig	Waukesha County Technical College, Vice President of Admin & Financial Services
Poppe, Todd	Milwaukee Area Vocational Technical & Adult Education, Business Office
VanSlyke, Mary Ann	Nicolet Area Technical College, WEAC Representative
Wagner, Greg	WTCS State Board, Deputy Administrator for Finance, Planning & Policy

STUDENT SERVICES TEAM

Ballinger-Hellerud, Debra	Wisconsin Indianhead Technical College, Director of Student Services
Coorough, Randy	Waukesha County Technical College, Dir of Instructional Tech & Design
Coppernoll, Ronald	Southwest Wisconsin Technical College, Counselor, Financial Aid
Crombie, Richard	Milwaukee Area Technical College, Director of Strategic Service Technologies
Flottum, Chris	Blackhawk Technical College, Special Populations Instructor
Garcia, Anthony	Moraine Park Technical College, Student Development Partner
Hrobsky, Pat	Moraine Park Technical College, Nursing Instructor and WFT Representative
Larson, Jeff	WTCS State Board, Instructional Technology Curriculum Specialist
Mackie, Marlena	Waukesha County Technical College, Dean, General Education & Student Services
Mahaffey, Deborah	WTCS State Board, Director Bureau of Student and Support Services, Co-Chair
Menendez, Maureen	Madison Area Technical College, Registrar
Mishler, Carol	Fox Valley Technical College, Student Services Information Coordinator, Co-Chair
Myren, Kevin	Madison Area Technical College, Director of Budget, Finance & Auxiliary Services
O'Sullivan, Mary	Western Wisconsin Technical College, Communication Skills Instructor

STATEWIDE MARKETING CONSORTIUM

Belda, Sara	WTCS State Board, Marketing Communications Assistant
Bishop, Jane	Lakeshore Technical College, VP Enrollment Management & Marketing
Bosak, Gregg	Blackhawk Technical College, Community Information Administrator
Boyd, Linda	Nicolet Area Technical College, Publications Coordinator
Brown, Charles	Northcentral Technical College, Director of Marketing/Public Relations
Chin, Edward	WTCS State Board, State Director
Corcoran, Mike	Northeast Wisconsin Technical College, Director of Admissions & Recruitment
Crandall, Mimi	Wisconsin Indianhead Technical College, Dean Student Services & Marketing
Dixon, LaVerne	WTCS State Board, Education Consultant Minority Participation
Doyle, Larry	Chippewa Valley Technical College, Enrollment Management Administrator
Foutch-Reynolds, Bobbi	Moraine Park Technical College, Marketing Partner
Gabriel, Paul	Wisconsin Technical College District Boards Association, Executive Director
Heathman, Samantha	Wisconsin Indianhead Technical College
Kelly, Janet	Madison Area Technical College, Manager Institutional Marketing & Public Relations
Kinney, Sandy	Nicolet Area Technical College, Director Community Relations
Kordula, Susan	Nicolet Area Technical College, Director Admissions & Marketing
Larson, Dr. Eric A.	Blackhawk Technical College, President
Laws, Karen	Fox Valley Technical College, Director of Public Relations & Marketing
Mahaffey, Deborah	WTCS State Board, Director Bureau of Student and Support Services
Marson, Arthur	Western Wisconsin Technical College, Director of Planning, Evaluation & Research
McClone, Maureen	Milwaukee Area Technical College, Public Relations Manager
Metzger, Jill	Waukesha County Technical College, Manager Marketing/Communications
Moffett, Thomas	Southwest Wisconsin Technical College, Marketing/Public Relations
Moran, Elizabeth	Mid-State Technical College, Director of Communications
Mortwedt, Jim	Chippewa Valley Technical College, Public Communications Manager
Pavelski, Diane	Chippewa Valley Technical College, Advancement Administrator
Ruback, Sally	Moraine Park Technical College, Enrollment Opportunities Specialist
Rudolph, Mary Kay	Northcentral Technical College, President of Learning
Schwarm, Kyle	WTCS State Board, Executive Director of the Statewide Marketing Consortium
Shanahan, John	Moraine Park Technical College, President
Stahl, Tammie	Lakeshore Technical College, Media & Public Relations Specialist
Thomas, Julian	Gateway Technical College, Vice President/ Provost
Thornton, Amy	Western Wisconsin Technical College, Manager of Public Relations & Promotions
Vujnovich, Denise	Western Wisconsin Technical College, Director of Enrollment Services
Wagner, Greg	Executive Director of WTCS Foundation
Wood, Charles	Gateway Technical College, Vice President Marketing/Enrollment/Foundation

CONTACTS FOR eTECH

Bausman Jr, Marvin D	Blackhawk (Janesville) Technical College
Doering, Ron	Chippewa Valley Technical College
Mishler, Carol	Fox Valley (Appleton) Technical College
Dosemagen, David	Gateway (Kenosha) Technical College
Gossen, Douglas	Lakeshore (Cleveland) Technical College
Terpstra, Lewis	Madison Area Technical College
Thomas, Steve	Midstate (Wisconsin Rapids) Technical College
Busalacchi, Rich	Milwaukee Area Technical College
Thiede, Cynthia	Moraine Park (Fond du Lac) Technical College
Vaughn, Brian	Nicolet (Rhinelander) Technical College
Cummings, Barb	Northcentral (Wausau) Technical College
Vander Heiden, Mike	Northeast (Green Bay) Technical College
Davis-Allen, Susan	Southwest Wisconsin (Fennimore) Technical College
Coorough, Randy	Waukesha (Pewaukee) Technical College
Hogan, Kerry	Western Wisconsin (LaCrosse) Technical College
Rhode, Mary	Wisconsin Indianhead (Shell Lake) Technical College

For more information, check us out at:
http://www.eTechCollege.com

Neal Henning
Director
nhenning@chippewa.tec.wi.us
715-833-6448

Turi Miller
Administrative Assistant
tmiller@chippewa.tec.wi.us
715-833-6418

eTech College of Wisconsin
620 W. Clairemont Avenue
Eau Claire, WI 54701-6162
866-383-2494 – Toll Free
715-833-6470 - Fax